Today's topics:

- **Course overview**
- **Phonology as mental grammar**
- **Phonetics review (if time)**

0. Today's objectives

After today's class, you should be able to:

- Locate information about this course on the website
  - Topics covered
  - Course structure & requirements
- Explain the term "mental grammar"
- Make arguments, supported by evidence, that phonology is part of the mental grammar
- Organize commonly encountered consonants and vowels in terms of their *phonetic* properties

1. Course overview

- What will we do in this course?
  - Schedule of topics (on course website)
  - Course Objectives document

- Important course information
  - Course website
  - "Daily syllabus" web page
  - Course Info and Policies document (syllabus)

    Save this and keep it handy

2. Mental grammar

- What do we mean by **mental grammar**?

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- What do we mean by **mental grammar**?
  - The largely unconscious “knowledge of language” (Chomsky) that native speakers develop through exposure to the language data in their community
  - Includes rules/systems/principles that are responsible for **systematic (predictable) patterns** in a speaker’s language production and comprehension

2. Mental grammar

- How does Zsiga (2013: §10.1) characterize **phonetics** vs. **phonology**? (Which is which?)
  - "**physical** aspects of sound production and perception"
  - "the more **abstract systematic relationships** between sounds" / "the **behavior** of sounds within a **patterned cognitive system**"

2. Mental grammar

- What are the major **modules** or **components** of the mental grammar? (What is there to the linguistic system besides phonology?)

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- What are the major modules or components of the mental grammar? (What is there to the linguistic system besides phonology?)
  - **lexicon** (morphemes & their info are stored)
  - **grammar**

    morphology — word structure

    syntax — sentence structure

    semantics — meaning structure

    phonology — sound structure

    phonetics — interface with articulators

2. Mental grammar

- A crucial question: **How do we know** there is a **phonological component** to the mental grammar?
  - Speakers have to memorize the morphemes of their language
  - Why not just assume that speakers **memorize the sounds of each morpheme**?

3. Evidence for abstractness in phonology

What is the significance of these examples, discussed by Zsiga (2013: §10.1)?

- Tsuut'ina (Sarcee) [dìní] 'it makes a sound'
  [dìní] 'this one'
- English listeners may hear [smɛ] as [smɛʔ]
- "I [now**d̲**] that before you [tʰiʧ**t̲**] me it!"
- "pi[ŋ] me up"
- "Wright St." vs. "Light St."

3. Evidence for abstractness in phonology

- Knowledge of an **abstract underlying form** that may not be identical to any pronounced form of a morpheme
- Knowledge that certain combinations of segments are impossible (**phonotactic** knowledge)
- Application of a **phonological process** (“rule”) to a new context, including novel morpheme combinations or when learning a second language
- Organization of phonetically distinct sounds as part of one single **mental category** (phoneme)

3. Evidence for abstractness in phonology

- Abstract phonological knowledge
  - Speakers store abstract phonological forms
  - Speakers have knowledge about possible/impossible structures and how to extend a pattern to new forms
- What a phonological model needs to account for
  - Phonological **representations**
  - Phonological **processes**

4. Phonetics review

- What **phonetic properties** can we use to **classify** and **distinguish** consonants and vowels?
  - Soon: We will consider the role of these properties in the abstract phonological grammar

5. For next time

- Read the rest of Zsiga (2013: ch 10)
  - Use the **reading guide** to prepare for discussion next time; focus on sec 10.2–10.4
  - SQ (due M 2pm): Please fill out the background & interests survey if you haven't already done so
- Reminder: Links for readings, assignments, and activities are found on the Daily syllabus webpage
- Review phonetics terms and symbols as needed